

Padfield Community Primary School

Inspection report

Unique Reference Number	112552
Local Authority	Derbyshire
Inspection number	337963
Inspection dates	25–26 May 2010
Reporting inspector	Susan Walsh

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Mr Stephen Jackson-Turner
Headteacher	Mrs Anne Harper
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors saw four teachers deliver 11 lessons or parts of lessons and held meetings with governors, pupils and staff from the school. They observed the school's work, including looking at the school improvement plan, the school's records of the monitoring of teaching, and a sample of pupil's work. Inspectors also analysed 59 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of pupils in Key Stage 2
- the match of work to pupils' needs and the use of assessment to raise attainment
- the support the school offers to those pupils who are in danger of falling behind
- whether the school's self-evaluation is sufficiently rigorous and provides a firm basis for leaders and managers to raise levels of attainment.

Information about the school

The school is much smaller than most primary schools. The proportion of pupils known to be entitled to free school meals is low. Few pupils are from minority ethnic groups or are known to speak English as an additional language. The proportion with special educational needs and/or disabilities is below average although there are some pupils with significant additional needs. The school has a range of awards including Healthy School Status, an Eco Green Flag award and Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Padfield Community Primary School is a good school. Parents typically comment on the 'the warm, supportive and inclusive atmosphere' which is a consequence of the outstanding care, guidance and support that the school offers to its pupils. Pupils feel exceptionally safe and confident to confide in their teachers, secure in the knowledge that they will be helped. This is reflected in the way that the pupils are outgoing and self assured. Pupils are able to make an exceptional contribution to the school community, not least because of the way in which they value each other and recognise and celebrate cultural differences. They are very keen to improve the environment and take issues such as sustainability very seriously.

Children get off to a good start in the Reception class which offers a vibrant and stimulating learning environment. Although attainment by the end of Year 6 is average, pupils are making good progress through Key Stage 1 and Key Stage 2 from their individual starting points and achievement is good. Attainment is rising because of good teaching but there are some variations in its quality which result in pupils making uneven progress in Key Stage 2. There are many lively and interesting lessons which pupils enjoy. Teacher's high expectations of outcomes in English and mathematics lessons are not always fully reflected in other lessons, such as science where pupils do not always complete enough work. Teachers often set work that corresponds closely to pupils' requirements but, occasionally, it is not finely matched to their differing abilities. There is some very good marking that encourages a dialogue between pupils and teachers, but occasionally in Key Stage 2 marking only offers positive comments rather than a clear steer towards improvement.

The headteacher's excellent leadership, which includes an ambitious vision and high expectations of both staff and pupils, has been pivotal in driving improvement. Good quality monitoring of teaching, combined with very thorough tracking of pupils' progress and analysis of data, has enabled the school to pinpoint exactly where it needed to improve, and detailed planning has underpinned developments. The school has gone from strength to strength in recent years, with many staff enhancing both their management and teaching skills. Progress is accelerating and attainment is rising. All this demonstrates the school's good capacity for further improvement.

What does the school need to do to improve further?

- Address inconsistencies in the rates of pupil progress in Key Stage 2 by:
 - making certain that all pupils are fully involved in assessing their own work and that teachers' marking always tells them how to improve

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– ensuring that work is finely matched to pupils' needs.

■ Raise teacher's expectations of pupils' written work in science.

■

Outcomes for individuals and groups of pupils

2

Pupils make good progress through Years 1 and 2 and attainment is consistently above average at the end of Year 2. The recent slight dip in attainment at the end of Year 2 is due to the school strengthening the accuracy of its assessment procedures. Until recently, pupils made satisfactory progress through Key Stage 2; progress was relatively slow in Years 3 and 4 and pupils had to catch up in Years 5 and 6. Improvements in the quality of teaching have boosted pupils' progress in Years 3 and 4 to at least satisfactory, and currently pupils in Years 5 and 6 make good and sometimes outstanding progress. Attainment is rising particularly in English where, in 2009, a good proportion of pupils gained the higher Level 5 in national tests. Pupils with special educational needs and/or disabilities make good progress because they are quickly identified and offered effective help.

Pupils work very hard in lessons. A great strength is their independence: even relatively young pupils are able to sustain concentration and get on with their work with the minimum of supervision. The behaviour of many pupils is excellent and the school provides well for those whose behaviour can be challenging, ensuring it does not adversely affect the learning of others. The circle group meetings ensure that pupils are in no doubt that their voices are heard and respected. House Captains use this as an opportunity to involve all pupils in discussions about how to keep fit and healthy. Older pupils show great initiative and have organised lunch time clubs, including multisport and football, that encourage other pupils to be active. All agree that bullying is extremely rare and these reflective and mature young people are able to talk confidently about an atmosphere of trust. Although attainment is average, their good attendance, maturity, poise and ability to work together mean that pupils are well prepared for their next stage of education. Year 6 pupils say with integrity, 'I am ready to move on.'

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is consistently good in the Reception class and Key Stage 1 but is more variable in Key Stage 2. Interactive whiteboards are used well to assist teachers to explain concepts, and other resources, including information and communication technology (ICT), are used effectively to support learning. Teaching assistants are very skilled and provide important support for many pupils. Both teachers and teaching assistants use good questioning skills effectively to probe pupils' understanding and provide challenge. Occasionally, work is not sufficiently well matched to pupils' needs, and there are a few examples of Key Stage 2 pupils of different abilities completing similar work in both English and mathematics. There is some very high quality marking and self- and peer-assessment that encourages a dialogue between teacher and pupils, making a significant impact on progress. However, occasionally some pupils in Key Stage 2 have limited involvement in assessing their own work. Additionally, marking sometimes only offers praise and does not tell pupils how to improve their work.

The good quality curriculum is particularly effective at promoting pupil's personal development. The wide variety of visits and visitors that are linked with interesting topics brings learning alive. Consequently, pupils really enjoy their lessons. They talk with great enthusiasm about the Forest Schools where the hot chocolate and toasted marshmallows were the highlight, the residential experience in Year 6 and the good range of musical activities. There really is something for everyone. The provision for promoting basic skills, including literacy, numeracy and ICT is good, and increasingly links are being made between subjects. There is a clear focus on learning through carrying out experiments in science, but the school is aware that pupils in Key Stage 2 are not always completing enough written work in science.

An extremely cheerful and welcoming environment, combined with conscientious staff who provide excellent guidance, underpins pupils' outstanding personal development. The breakfast club provides pupils with a lively atmosphere and supplies a nutritious breakfast which sets them up for the day. Staff are very accessible to parents, who speak affectionately of 'a friendly, warm school that feels like a family'. The school provides a high standard of care for potentially vulnerable pupils and those with special

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educational needs and/or disabilities. This is enhanced by extensive links with external agencies. Staff keep a careful check on the progress of all pupils, and anyone who is in danger of falling behind is quickly identified and supported via range of effective intervention programmes. Good communication with the local nursery school aids transition into the Reception class and regular contact with the main receiving secondary school ensures that pupils are confident to move on.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Pupils, parents and staff value the headteacher. As one child wrote, 'She has brought a smile to our faces and improved our school a lot.' The headteacher is ably assisted by her hard-working governors, senior leadership team and staff. The school recognised that attainment in mathematics was not improving at the same rate as in English and focused its attention on developing pupils' problem-solving skills. At the same time, extra support was offered to those pupils who were finding mathematics challenging and resources were provided that helped pupils to understand how numbers worked. This is paying dividends and progress in mathematics is improving. Senior leaders have also worked hard to address discrepancies in the quality of teaching and are working hard to address the remaining inconsistencies in Key Stage 2.

Governance is good, providing both support and challenge. Governors have ensured that safeguarding procedures are excellent. Not only are procedures thorough, but also the welfare and safety of children is paramount in this small school. Partnerships are used well to extend opportunities for pupils and provide additional expert support, when needed. The school lies at the heart of its local community and the partnership with the local community police is particularly strong. The school is well aware of its context and setting, and the outcomes of its excellent work to promote community cohesion is very evident in the way that pupils value and celebrate diverse experiences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children join the Reception class their skills and experiences vary from year to year, although lately they have been generally above those expected for their age. The exception is in the areas of linking sounds and letters, reading, writing and calculation where children's skills are in line with expectations. Children make good progress in the Reception year because they are well supported by skilled practitioners and have access to a wide variety of interesting activities. During the inspection, the exciting mini-beast topic enthralled the children who were able to discuss important issues such as the differences between frogs and toads and come to well thought out conclusions. Children make particularly good progress in their reading and writing because the school provides high quality activities that motivate and encourage them to practise their skills. High levels of independence and concentration are very evident, and children play well together. Relationships between children and staff are warm and supportive, and the good use of questioning by staff helps to develop children's understanding. Children's learning is checked regularly but that information is not always readily accessible and well organised. Good leadership and management have ensured that children are well cared for and any additional learning needs are quickly identified and addressed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are highly delighted with the quality of education offered by the school. They are impressed by the supportive atmosphere, the range of opportunities available, and the ways in which their children make good progress and develop confidence. A small number of parents are concerned about the provision for pupils in Years 3 and 4. The school has worked hard on improving outcomes for these pupils and, although they are currently making satisfactory progress in lessons, their progress is starting to quicken. Some parents are concerned about behaviour but behaviour was at least good in all the lessons observed. Pupils whose behaviour can be challenging are managed very well both in and out of lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Padfield Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	62	21	35	1	2	0	0
The school keeps my child safe	41	68	18	30	0	0	0	0
The school informs me about my child's progress	26	43	33	55	1	2	0	0
My child is making enough progress at this school	31	52	22	37	6	10	1	2
The teaching is good at this school	33	55	25	42	0	0	0	0
The school helps me to support my child's learning	34	57	22	37	3	5	0	0
The school helps my child to have a healthy lifestyle	38	63	22	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	53	23	38	1	2	0	0
The school meets my child's particular needs	30	50	24	40	4	7	0	0
The school deals effectively with unacceptable behaviour	32	53	19	32	6	10	2	3
The school takes account of my suggestions and concerns	27	45	27	45	4	7	1	2
The school is led and managed effectively	33	55	22	37	2	3	0	0
Overall, I am happy with my child's experience at this school	33	55	26	43	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Pupils

Inspection of Padfield Community Primary School, Glossop, SK13 1EQ

It was a delight and a privilege to visit your school. I really enjoyed talking to you all and listened very carefully to what you had to say. You say that your teachers are nice and kind and I agree. They keep you very safe indeed and value each and every one of you. I was very impressed by your good behaviour and the way that you make such an important contribution to the school through the circle group meetings, Eco club and by acting as playground buddies. I also noticed that you often try to help each other in class as well as helping your teachers. It was good to hear about all your trips. The residential visit sounded like lots of fun with opportunities for you to climb, canoe and complete the assault course. You obviously enjoy visiting the allotment and really want to help the environment. I was impressed with your understanding of other cultures and the way that you really value the links with other schools.

Teaching in your school is good and helps you to make good progress. The standards of your work are similar to those reached by children at other schools. I noticed that teachers expect more of you in English and mathematics lessons than in lessons like topic and science; I also found that you do not always complete enough work in some science lessons. I have asked your teachers to improve these lessons and to make sure that you always know exactly what to do to improve your work. I have also asked them to make sure that the work you are set is never too hard or too easy.

All the people who run your school are doing a good job and, as a result, it is improving all the time. You can help your school to improve further by continuing to try very hard in all your lessons

I wish you well for the future.

Yours sincerely

Susan Walsh

Lead inspector

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